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ABSTRACT

Included in this module are five activities dealing with characteristics of a community resulting from its past and setting the stage for its future. Activities included are: (1) geographic specification of the area; (2) search for monuments; (3) investigation of geneology; (4) examination of traditions and change; and (5) community futures and decision-making. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

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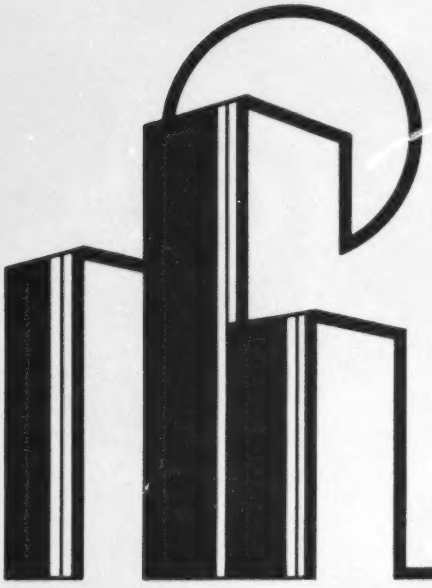

Curriculum Module IV

Urban Environmental Education Project

Community Heritage and You

developed by Ernest B. Dorow

SE 030 515

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URBAN ENVIRONMENTAL EDUCATION PROJECT

Curriculum Module IV

Community Heritage and You

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July 1979

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Community Heritage and You

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Community Heritage and You

OVERVIEW

"Urban decay" is a term frequently encountered in the news media. TV specials have shown us rats scurrying down Harlem hallways and abandoned public housing being dynamited in St. Louis. While the suburbs continue to grow, and land developers continually purchase new plots on the edge of metropolitan areas, some of our cities suffer from a blight that extends even to the older suburbs.

Developing shortages in fuel and other energy sources probably indicate that expansion over large geographic areas is not a feasible pattern for population settlement in the coming decades. In short, we must adjust to living within the parameters of our current metropolitan areas. That being the case, the problem facing us is how to preserve community vitality.

What are some of the characteristics of an area that is no longer vibrant and dynamic? Several factors are obvious from simple observation. First, property is usually poorly maintained: steps go unrepaired, peeling paint is not scraped, and trash litters the yards. Second, abandoned buildings with broken windows and crumbling walls are a prediction of coming events for neighboring structures. Third, some housing developments present an environment conducive to rapid deterioration. Box-like buildings are an anti-human statement, confirmed by graffiti on the walls, uncollected trash, and darkened halls where new light bulbs soon disappear. That which belongs to everyone belongs to no one.

People make the difference. Residents who are transients feel little commitment to maintain or develop their surroundings because they are not part of a community. They are simply using the premises while passing through. The fact that they may be "passing through" for two or more generations doesn't alter the psychological mind set.

In this module, it is assumed that identification with the community and its heritage is to be encouraged as a means of sustaining the quality of life in our urban areas. In Pittsburgh, for example, police cars are clearly marked with neighborhood identifications such as "Polish Hill" and "Point Breeze" as a means of responding to and encouraging community identity. Awareness of geographic location is one means of creating a sense of place and recognizing relationships with other communities. Further, local pride is inspired by developing awareness of the unique features of one's community. These "contributions" are of many types. Of particular concern here are the ethnic cultures and characters of urban communities.

Communities are, most importantly, groups of people. Buildings, rivers, roads -- the natural and built, physical environment -- are secondary, although they certainly affect and are affected by the people who inhabit them. Thus, the focus of this module is on the human elements and the cultural environment of urban communities. Pittsburgh with its many distinct, vibrant ethnic communities provides an excellent setting for such community studies. "Pittsburgh is people" even more than it is three rivers, steel mills, and potholes.

As students explore communities and their cultures, they will be better able to evolve their own value systems. Our beliefs and values are not developed in isolation but emerge from a collage of interactions with persons and places. Particularly important interactions are those that we experience as children and young people in our own neighborhoods. Awareness of our own past and present community culture not only aids in sustaining community vitality and the quality of urban life but also fosters positive self-images and values.

How we might maintain community vitality is the (human) environmental issue. The routes to quality of life goal(s) involve students in an examination of community geography, ethnic cultures, and personal values -- with historical perspectives providing bridges to a better future.

TEACHER BACKGROUND INFORMATION

Pittsburgh (Allegheny County) Pennsylvania

Geographic Expansion

Allegheny County is a collection of cities, boroughs, and villages established at varying times over the last 200 years. As late as 1795, the hub of this wheel, Pittsburgh, was confined to the Golden Triangle. Isolated farmhouses were scattered throughout the countryside, but no other location contained the same human and material resources. Contact with nearby towns such as Greensburg, Butler and Uniontown was maintained by a simple road system.

Pittsburgh's growing population not only led to settlement in what became the Hill District and Lawrenceville, but also to the independent communities of Allegheny (North Side) and Birmingham (South Side) across the rivers. Ferries and bridges soon linked these areas to the expanding city.

Pittsburgh grew in several directions by annexing Oakland and other communities in the East as well as Allegheny and Birmingham. This expansion was made possible, in part, because these communities were linked to Pittsburgh by railroad and streetcar lines.

Until the 20th century, large parts of Allegheny County still had little direct contact with Pittsburgh. The opening of the Liberty Tubes in 1928 led to expansion into the South Hills. The ring of suburbs presently surrounding the city, however, was not completed until the Penn-Lincoln Parkway East and West was opened in the 1950's. Increased use of automobiles tied even the most remote portions of the County to the City

of Pittsburgh. As a consequence, it would appear that many of the suburbs have a very brief history. While this may be true politically, some suburbs may have a long history of settlement but a brief record of rapid growth, which had to await the development of transportation technology.

For further information about the historical development of this area, general descriptions, photos, and locations of significant buildings, see:

Lorant, Stefan. Pittsburgh. The Story of an American City. Garden City, New York: Doubleday, 1975.
Rich in original drawings and old photographs, this work would be suitable for use by students in grades 7 or above. The author employs an historical perspective to provide a panorama of urban growth and development.

Lubove, Roy. Twentieth Century Pittsburgh. Government, Business, and Environmental Change. New York: Wiley, 1969.
This book is an excellent source for studying the Pittsburgh Renaissance. Of special value to teachers and students is Chapter 7, "The Social Dimensions of the Renaissance." This source should probably be used primarily by better readers.

Stryker, Roy, and Seidenberg, Mel. A Pittsburgh Album. Pittsburgh: The Pittsburgh Post-Gazette, 1975.
This is a pictorial history of Pittsburgh. The photographs, drawings, and brief descriptions are excellent. Students with reading problems should have little difficulty with this book.

Tarr, Joel A. Transportation Innovation and Changing Spatial Patterns in Pittsburgh, 1850-1934. Chicago: Public Works Historical Society, 1978.
Little more than a pamphlet, this source is invaluable for teaching about transportation and geographic expansion. Easily read, it contains maps, charts, graphs and photographs, all appropriate for skill development activities.

Turnbull, Agnes Sligh. The King's Orchard. Greenwich, Connecticut: Fawcett, 1963.
A biography of James O'Hara, one of the founders of Pittsburgh, this book provides an excellent picture of the transformation of a rough trading village into an industrial city. Complete with romantic scenes and home life descriptions, the work should appeal to junior high school students.

Van Trump, James D., and Ziegler, Arthur P., Jr. Landmark Architecture of Allegheny County Pennsylvania. Pittsburgh: Pittsburgh History and Landmarks Foundation, 1967.
This book is intended primarily as a resource for teachers. It provides brief descriptions of surviving structures of interest in Allegheny County. It is helpful to persons unfamiliar with important historical remains in a given community.

PITTSBURGH
About 1800

In 1796, Pittsburgh was a frontier town with about 200 homes and 800 citizens. By 1800, the population had grown to 1,500. Note the islands in both the Allegheny and Monongahela Rivers and the ponds in what is downtown Pittsburgh.

Adapted from: Stryker and Seidenberg, A Pittsburgh Album, p.8.

Ethnic Experiences

The Pittsburgh Folk Festival is a witness to the strength of ethnic identity in the Greater Pittsburgh area. Numerous groups representing a wide variety of cultures sing, sponsor cultural exhibits, and prepare ethnic foods. The emphasis placed upon the cultures represented, and their contributions to Pittsburgh and the United States, prevent this annual celebration from becoming merely a demonstration of "gastronomic ethnicity."

The ethnic growth patterns in Allegheny County reflect those on the national scene. Until the 1800's, most of the newcomers in this area were from Western Europe. Large numbers of Scotch-Irish, English and Germans settled in the river valleys to trade or develop the industries for which the area would become famous. The story of James O'Hara in Turnbull's book, The King's Orchard, is a typical immigrant success story of the late 1700's and early 1800's. Beginning as a trader with the Indians, he later established a successful store, a saw mill, and, finally, the glass industry. These Western Europeans, who were frequently skilled craftsmen, rather easily established themselves in the emerging society and were often economically successful. While the population remained predominantly Western European, even as the movement from farm to city accelerated in the mid-19th century, internal migration included a substantial number of Blacks from the South.

A major shift in immigration occurred in the 1880's when large numbers of people began arriving from Southern and Eastern Europe. Frequently simple farmers, newcomers found acceptance into an industrialized society

difficult. Denied all but menial jobs, their situation was frequently desperate. New workers were hired for the lowest-paying positions and found upward mobility checked by the Scots, Irish and others who had arrived 40 or more years before. There was no place to go.

The newcomers also had a language problem to overcome. Their language base was, in some cases, Latin rather than the Teutonic source of English and German. In other cases, the alphabet was completely different, especially the Cyrillic form, and the immigrants found their language had little or nothing in common with English.

This enforced isolation -- economic, social, and linguistic — caused some ethnic groups, including Blacks moving to Pittsburgh from the rural South, to feel rejected by the larger society. They formed their own fraternal associations, for mutual social and economic support, as well as their own ethnic churches and small businesses. Certain enclaves in the County became peopled almost exclusively by one particular culture. A sage of the Slovaks in Braddock during the 1881-1937 period is artfully depicted in Bell's novel, Out of This Furnace. The themes of rejection, isolation, failure, disaster and, finally, success, are interwoven to make the life of the Dobrejcak family representative of the struggle of many ethnic groups to gain respect, identity and acceptance.

Byington's case study of Homestead provides the same type of information but presented in a research, rather than novel, form. After surveying the community, a description is provided of the English-speaking and Slavic communities and their respective life-styles.

Attaway's novel, Blood on the Forge, set in the 1920's, depicts Black people's struggle for survival in the Pittsburgh area. It begins with the three Moss brothers contending with the forces of nature to wrest a living from the stony soil of Kentucky. Searching for a better way of life brings them to Allegheny County, which is depicted as "an ugly, smoking hell out of a backwoods preacher's sermon." The brothers' struggle continues in a steel mill where they meet despair, blindness, and death.

Business and industrial changes in the Pittsburgh area following World War II eased the rigid occupational barriers just as the opening of new suburbs changed housing patterns. People streamed out of the old neighborhoods and frequently lost all ethnic identity except that provided by their churches. During the 1960's, ethnic awareness developed once more, and cultural organizations revived, dance groups formed, and festivals were celebrated. The stability of some of these ethnic groups is as impressive as their diversity. The South Side (Birmingham), North Side (Allegheny) and Homewood-Brushton are examples of old neighborhoods where long established groups continue to preserve the best of the past.

The following pattern seems to describe the white ethnic experience generally. The first generation in America was concerned with social interaction within the ethnic group and with economic survival; the second sought to gain acceptance by the larger society and developed a remoteness toward ethnic identity; the third generation, now well adjusted to American life, found it convenient and rewarding to "claim" the family ancestry, to speak the language, and to revisit the old neighborhood.

More information regarding ethnic experiences in Allegheny County may be found in the following works:

Attaway, William. Blood on the Forge. Chatham, New Jersey: The Chatham Bookseller, 1969. (Original 1941 copyright by Doubleday, Dorian & Co.)
Few novels depict the struggle for survival as vividly as does this work. The overall picture is one of exhaustion, futile effort, agony, and despair. It also provides a fine image of how Black workers viewed both the steel mill and the surrounding community in the post World War I period. May be read without difficulty by students above 8th grade.

Bell, Thomas. Out of This Furnace. Pittsburgh: University of Pittsburgh Press, 1976.
This is a powerful novel filled with emotion. Students will readily identify with the plight of the major characters. Describing the situation of a Slavic family in Braddock, it gives insights into the problems of immigration, poverty and prejudice. Easily read by students in grade 7 or above.

Byington, Margaret. Homestead. The Households of a Mill Town. Pittsburgh: University Center for International Studies, 1974.
Essentially a research study of one community, teachers will find the pictures and charts helpful for instructional purposes. While sections of the book might be read by 9th graders, they must be carefully chosen by the teacher. Fact-filled, this is a classic case study.

Also, see Turnbull's The King's Orchard, noted previously.

Values

What were the values of the various ethnic groups that inspired their members to persevere in adverse situations? Without exception, each group felt pride in its work. Work was a "calling" where one was expected to demonstrate increased skill as the years progressed. Time-serving was rejected, and pride in workmanship was a major goal. Manual and managerial skills gave each person not only a sense of identity but a sense of worth.

Education was regarded as a tool to improve each member of the community. The direction of this interest was primarily vocational, but usually a general education also was attained. The belief was commonly held that more education opened the way for new opportunities and that each generation should experience more and higher education than the preceding one.

The people who built their homes, churches, and businesses in this area had a strong aesthetic sense. As they gained income and status, sturdy homes were constructed. The basic structures were modified by additions and alterations which represented skill in carpentry and other trades. Churches much like those known in Europe were constructed with great care and skill. Even business buildings became examples of excellence in construction. While much of this ornamentation is not as highly regarded in an age of straight-line design, the buildings are still a witness to craftsmenship, identity, and permanence. These values contribute to a community's sense of purpose and direction.

The goals of the past remain valuable today as a foundation for community vitality. If a community is to maintain its vitality over time, however, citizens must be aware of their past and present. Knowledge of time, place, people, self, and values are necessary to translate awareness into decisions and actions likely to maintain and enhance the quality of urban life.

ACTIVITY PREVIEW

This module contains five activities. Parts of Activities 2 and 3 involve some "homework." Otherwise, each activity involves a minimum 45 minutes of class time. Supplementary experiences also are suggested, which would increase the time needed.

Activity 1. Where Are We?

Using an area (county) map, students locate their own and surrounding communities, major transportation modes and routes and ethnic enclaves as a basis for generating hypotheses about geographic expansion and community development.

Activity 2. What's Left? The Monument Search

From observations of their "built" environment, students develop awareness of their community's past and the values of previous generations.

Activity 3. You and Your Family

Students complete a family tree and, using their own families' experiences as a data base, draw conclusions about ethnic diversity and reasons for immigration.

Activity 4. Values: Tradition and Change

After identifying past and present values, students examine their own values and possible reasons for and consequences of change.

Activity 5. Community Futures

This decision-making activity involves choices relevant to community vitality and the quality of life in urban environments, using the information obtained from the previous activities.

NOTE: A knowledge pretest for students, reprinted on the following pages, is provided in the Student Materials Packet.

Community Heritage and You

MODULE IV PRETEST

1. Greater Pittsburgh refers to

   A. the city of Pittsburgh.
   B. Pittsburgh and its suburbs.
   C. Western Pennsylvania.
   D. all of Allegheny County.

2. A legend on a map describes

   A. symbols used.
   B. North-South directions.
   C. latitude.
   D. longitude.

3. The celebration of ethnic festivals and/or cultural events is an example of which of the following values?

   A. hard work
   B. aesthetic
   C. thrift
   D. democratic

4. Modern forms of transportation depend most upon which source of energy?

   A. gasoline
   B. electricity
   C. coal
   D. nuclear

5. Community and family values

   A. are unchangeable.
   B. evolve over time.
   C. change annually.
   D. constantly conflict.

6. People first settled in the Pittsburgh area

   A. on hilltops.
   B. near the sawmills.
   C. near the small factories.
   D. along the rivers.

7. A family tree describes

   A. immigration regulations.
   B. colonial experiences.
   C. community values.
   D. kinship relationships.

8. An ethnic group shares a common

   A. income.
   B. set of ethics.
   C. set of beliefs and practices.
   D. political orientation.

9. The three major rivers in the Pittsburgh area are the

   A. Ohio, Allegheny and Youghiogheny.
   B. Monongahela, Ohio and Potomac.
   C. Allegheny, Ohio and Monongahela.
   D. Conemaugh, Allegheny and Monongahela.

10. In the 19th Century, most of the people coming to the Pittsburgh area sought employment in

   A. farming.
   B. trading.
   C. county government.
   D. industry.

ACTIVITY 1. Where Are We?

Objectives: In this activity, students demonstrate map reading skills, develop their sense of spatial relationships, and generate hypotheses about the geographic and ethnic bases of community development.

Organizing Ideas:

1. Place -- community location and relation to surrounding communities
2. Transportation -- means of moving people and/or goods from one location to another
3. Ethnic Identity -- self-consciousness of common heritage, including shared values and behavior patterns as well as material phenomena

Resources:

In addition to those listed in the TEACHER BACKGROUND INFORMATION section, the following resources provide useful information about ethnic communities in the Pittsburgh area.

Pitt Magazine, 1973 (Summer), 29 (2). (Available from the University of Pittsburgh, Department of News and Publications, 617 Cathedral of Learning, Pittsburgh, PA 15260. 412/624-4144)

This special issue on ethnicity includes articles on immigration, ethnic voting, etc. Especially valuable is a map denoting ethnic religious congregations in the Greater Pittsburgh Area. Churches frequently denote an established ethnic settlement and serve as a key to a community's history.

"Ethnic Groups in Pittsburgh," Roto, The Pittsburgh Press, 1971.

By interviewing representatives of many local ethnic groups, the authors provide a human interest approach to their topic. The articles are both

well written and informative regarding customs, traditions. etc. A street map of the Pittsburgh area also would be useful.

Student Materials:

Handouts (provided in the Student Materials Packet)

Where Are We? (SM 1.1, 1.2, 1.3, 1.4)

Allegheny County Map

Suggested Procedures:

1. Introduce this module by soliciting students' ideas about the meaning of "neighborhood" or "community." Indicate that activities in this module will focus on human environments and ethnic cultures, particularly in their own community, in historical perspective and in geographic relation to surrounding communities and the Allegheny County metropolitan area.
2. The handouts provided for this activity, SM 1.1-1.4, are designed to be completed by students working individually or in small groups, with follow-up discussion of findings. Street maps (for example, those available from gas stations) and maps provided in the resources listed in the TEACHER BACKGROUND INFORMATION section may be useful supplements.
3. Part B (SM 1.2) relates community location and modes of transportation to energy use. (For information about the amount of energy used by various modes of transportation, see Module II, Activity 1.) Questions for consideration include:
   a. How have these means of transportation made a difference in our community? (How likely would the community's existence be without them?)

b. What might happen if gasoline became very scarce (and expensive)? Without gasoline, how would you get to school? How would people get to work? (to shopping areas? to neighboring communities or downtown?)

4. To complete Part D (SM 1.4), students might survey the ethnic backgrounds of class members. Additional questions for consideration include:

   a. What similarities are there between the ethnic groups represented in our community and the ones we've identified in the communities between us and the river?

   b. Given what we now know about transportation and ethnic communities in our area, what conclusions might we draw about the development of our own community? (Remind students that conclusions are tentative, based upon limited evidence, and subject to modification given additional information.)

   c. How can we test (verify) our conclusions? Where can we find more information about the history of our community?

Where Are We?

A. Maps help us to locate where we are, not only the streets in our community or the bus routes we take to school, but also how our community relates to others around it.

1. On the accompanying map, locate and label your community. (Shade the area where you live with a pencil, or outline it.)
2. Next, list the surrounding communities:

_____

_____

_____

_____

_____

_____

3. Now you can see where you live in Allegheny County.
   a. Do you live in the central, northern, southern, eastern, or western part of the county?

      _____

   b. In which direction is downtown Pittsburgh?

      _____

   c. In which direction do you usually travel for shopping, recreation, etc.?

      _____

B. Modes of transportation have enabled communities to develop and grow. Which of the following kinds of transportation are available in your community?

_____ major highways (cars, trucks)

_____ bus routes

_____ streetcar lines

_____ trains

_____ bikeways

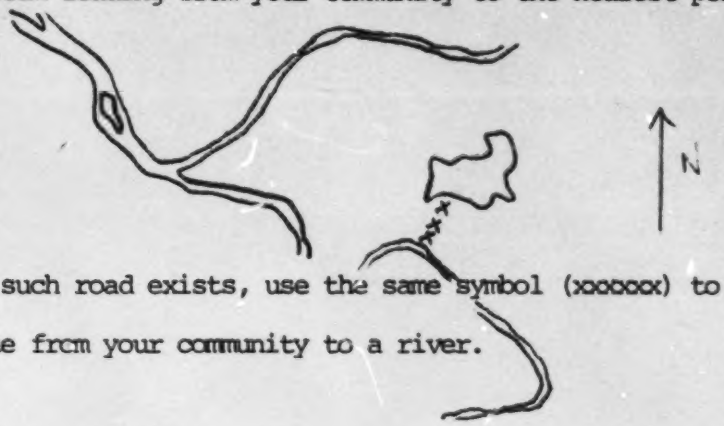
_____ waterways

_____ other: _____

1. On a blank sheet of paper, sketch an outline map of your community. Leave room at the bottom for a map legend.
2. Create a map symbol for each mode of transportation used in your community. Then, draw these symbols in a box (map legend) at the bottom of your map, and label each symbol.
3. Once you have created your transportation symbols, use them to indicate where each mode of transportation is located on your community map.
4. Now, consider how your community is dependent on transportation and the energy needed to run a transportation system. What kinds and amounts of energy are used by each form of transportation?

C. In Allegheny County, most main roads lead to the City of Pittsburgh or other communities located along one of the three rivers. Label downtown Pittsburgh on your Allegheny County map.

1. On your map, use the following symbol (xxxxxx) to indicate the main road leading from your community to the nearest point on a river.



If no such road exists, use the same symbol (xxxxxx) to outline a route from your community to a river.

2. Now list the communities between your home area and the river.

_____

_____

_____

_____

_____

_____

D. People first settled in Greater Pittsburgh, the city and its suburbs, along the rivers. Later, many of them moved from there to the nearest hills and then beyond into the suburbs and rural areas. The people who located in communities near the rivers frequently shared a common heritage. Those groups who maintained their beliefs and customs are called ethnic groups.

1. What ethnic groups are represented in your community?

_____

_____

_____

_____

_____

2. What are the predominant ethnic groups living along the path you have traced to the nearest river?

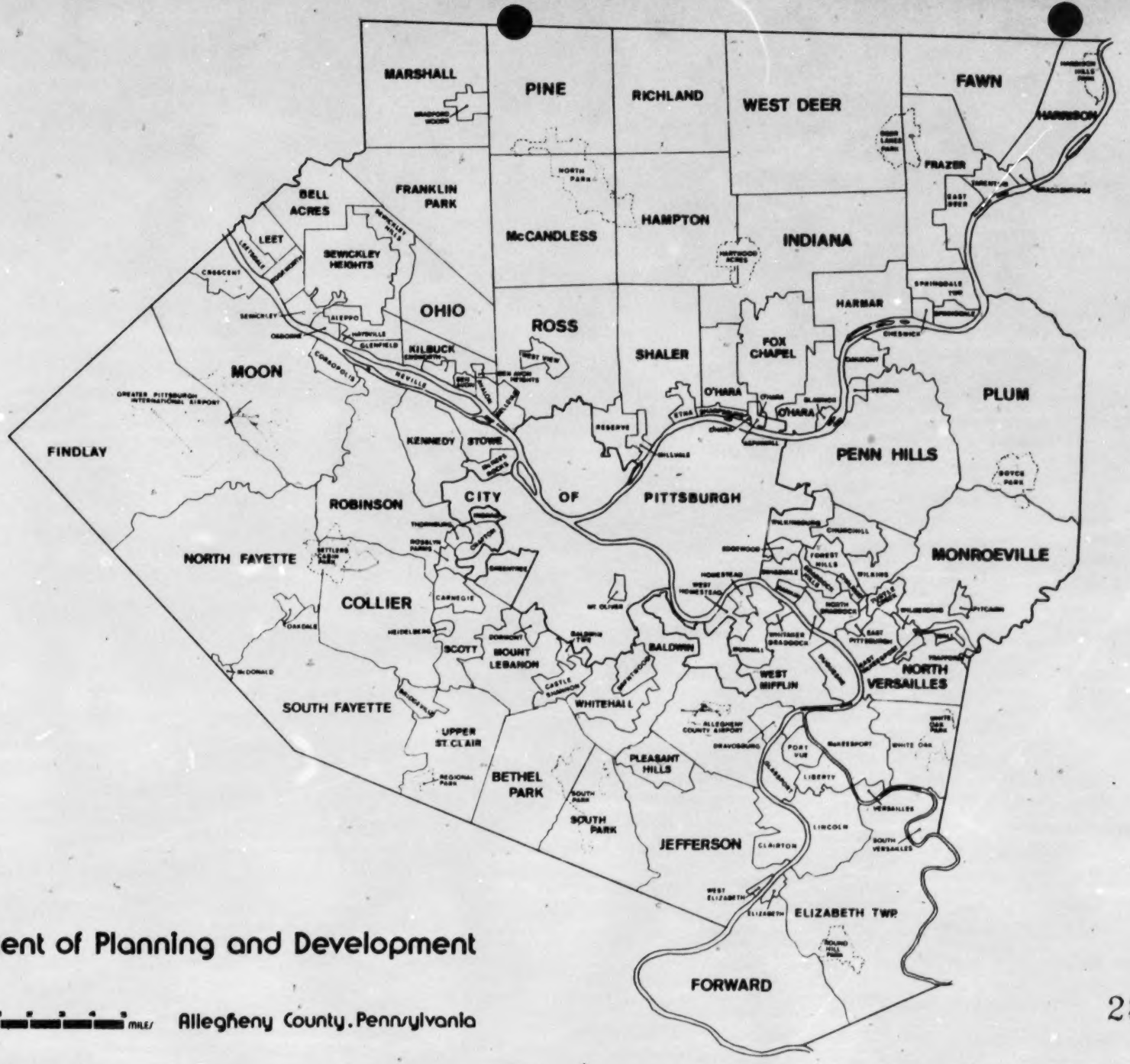
_____

_____

_____

_____

_____



Department of Planning and Development

Allegheny County, Pennsylvania

ACTIVITY 2. What's Left? The Monument Search

Objectives: In this activity, students develop awareness of their physical surroundings, observe and analyze physical structures and infer the values of the people who built them, and share their findings in an oral presentation.

Organizing Ideas: We often take our built environment for granted, unaware of its past significance or present impact on our daily lives.

1. The built environment provides an unwritten record of a community's history.
2. The built environment of a community both reflects and influences residents' values and activities.

Resources:

Van Trump and Ziegler, Landmark Architecture of Allegheny County Pa., noted previously.

Carnegie Library, Pennsylvania Room librarian, 412/622-3154.

Hillman Library, Archives of Industrial Society, 412/624-4428.

Historical Society of Western Pennsylvania librarian, 412/681-5533.

Local newspapers (most maintain a "morgue" file of old photographs).

Pittsburgh History and Landmarks Foundation, 412/322-1204.

Student Materials:

Drawing paper

Handouts (provided in the Student Materials Packet)

The Monument Search (SM 2.1, 2.2, 2.3)

Suggested Procedures:

1. Part A, using SM 2.1-2.2, is designed as an individual or small group activity, involving students in observations of parts or all of their community. If such "informal field trips" are not feasible, photographs might be used as a substitute, in which case Part B, SM 2.3, would require modification.
2. With Part B, SM 2.3, ask students to share their drawings and present their findings to the class.
   a. Students might create a bulletin board display with their drawings, perhaps placing them on a large community outline map. Photos, including building interiors, might be used as well.
   b. Follow-up discussion might include questions such as the following:

      What groups (building styles) are represented here?

      During what time period(s) were these structures built?

      Where are they located?

      What values are represented?

      How have the buildings been changed? (How can you tell? Why do you suppose that those changes were made?)

      What does this information suggest about the history and development of our community?
3. Older residents might be interviewed at home or invited to the class to talk about some of the community's monuments or how the community used to look (and how it has changed).
4. As a modification or follow-up to this activity, students might compare past and present photographs of part(s) of their community, looking for differences and inferring reasons for change. In addition to the sources of photos listed under Resources, old school yearbooks often contain pictures of the community.

The Monument Search

Allegheny County is rich in history and in buildings constructed by various ethnic groups. By looking at our community, and those areas between where we live and the nearest river, we may obtain a good idea of who lived here before us and where some of these people came from.

Old farmhouses, made of brick or stone, are found in virtually every community. They were usually constructed by the earlier inhabitants of this area and reflect a rural way of life that became increasingly rare as cities and suburbs grew. Churches with narrow steeples or onion shaped domes are frequently seen in older areas.

In this activity we'll be taking a closer look around us to find out what we have in our community.

A. Use the following guide as you observe the buildings and monuments in in your community, and list several examples of each type of monument, building or other structure that you feel is unique in design or history. Try to obtain dates for each entry in your list. Careful observation will tell you much about the history of your community and what people have felt is important or valuable. Then, in Part B, you will examine one monument more closely.

Monument Search Guide

1. Historical Structure (farmhouses, barns, stage-coach taverns, forts, etc.)

	Name and/or Location	Date
a.	_____	_____
b.	_____	_____
c.	_____	_____

2. Churches and Synagogues (especially those identified by nationality)

	Name and/or Location	Date
a.	_____	_____
b.	_____	_____
c.	_____	_____

3. Ethnic Buildings (restaurants, lodges, etc.)

	Name and/or Location	Date
a.	_____	_____
b.	_____	_____
c.	_____	_____

4. Cemeteries

	Name and/or Location	Date
a.	_____	_____
b.	_____	_____
c.	_____	_____

5. Other (public buildings, statues, war memorials, etc.)

	Name and/or Location	Date
a.	_____	_____
b.	_____	_____
c.	_____	_____

B. Now select one of the buildings or monuments listed on your guide -- perhaps the one that impressed you the most -- and draw a picture of it. Draw the picture from memory, emphasizing what you believe is most important or unique about it. Then write a brief caption, describing the building or monument, its name and/or location, and date of construction.

Consider the following questions about your building or monument:

1. Who built it?

2. In what ways is the style different from today's building styles?

3. Why do you suppose that the building styles changed?

4. What does the structure suggest about what the builder(s) believed was important or valuable?

5. What is most important to you about this structure?

ACTIVITY 3. You and Your Family

Objectives: In this activity, students develop their sense of time regarding their own families by constructing family trees, become more knowledgeable concerning immigration in relation to their own families, analyze the effects of immigration as observed in name frequencies, and practice writing skills.

Organizing Ideas:

1. Immigration - Emmigration
2. Identity
   a. Ethnic
   b. Family
   c. Personal

Student Materials:

Handouts (provided in the Student Materials Packet)

You and Your Family (SM 3.1, 3.2, 3.3, 3.4)

Suggested Procedures:

1. Introduce the activity a day or two before you plan the sharing and discussion of students' findings (see #2 and #3 below), since students will be gathering most of the information needed for Parts A and B, SM 3.1-3.3, at home from family members.
   a. The family tree section might be expanded to include year and place of birth, jobs, etc.
   b. As an alternative or supplement to the family tree, students might interview one or more community residents, using the questions from SM 3.3 as a guide.

2. Ask students to share their family histories from Part C. (Students might add photos or drawings and compile a class album.) Questions for discussion include:

   a. From what parts of the world have our ancestors come? (Places might be listed on the chalkboard.)

   b. How ethnically diverse is our community?

   c. What conclusions might be drawn about why people move to (emigrate from) another country?

   d. What seem to be the major reasons why families settle in a certain location? (in this community?)

   e. How might our ethnic backgrounds affect us today?

   f. How would you answer the question, "Who are you?" (or "Who am I?")

   (Note that responses to b. may be biased, depending upon how representative the class is of the community as a whole.)

You and Your Family

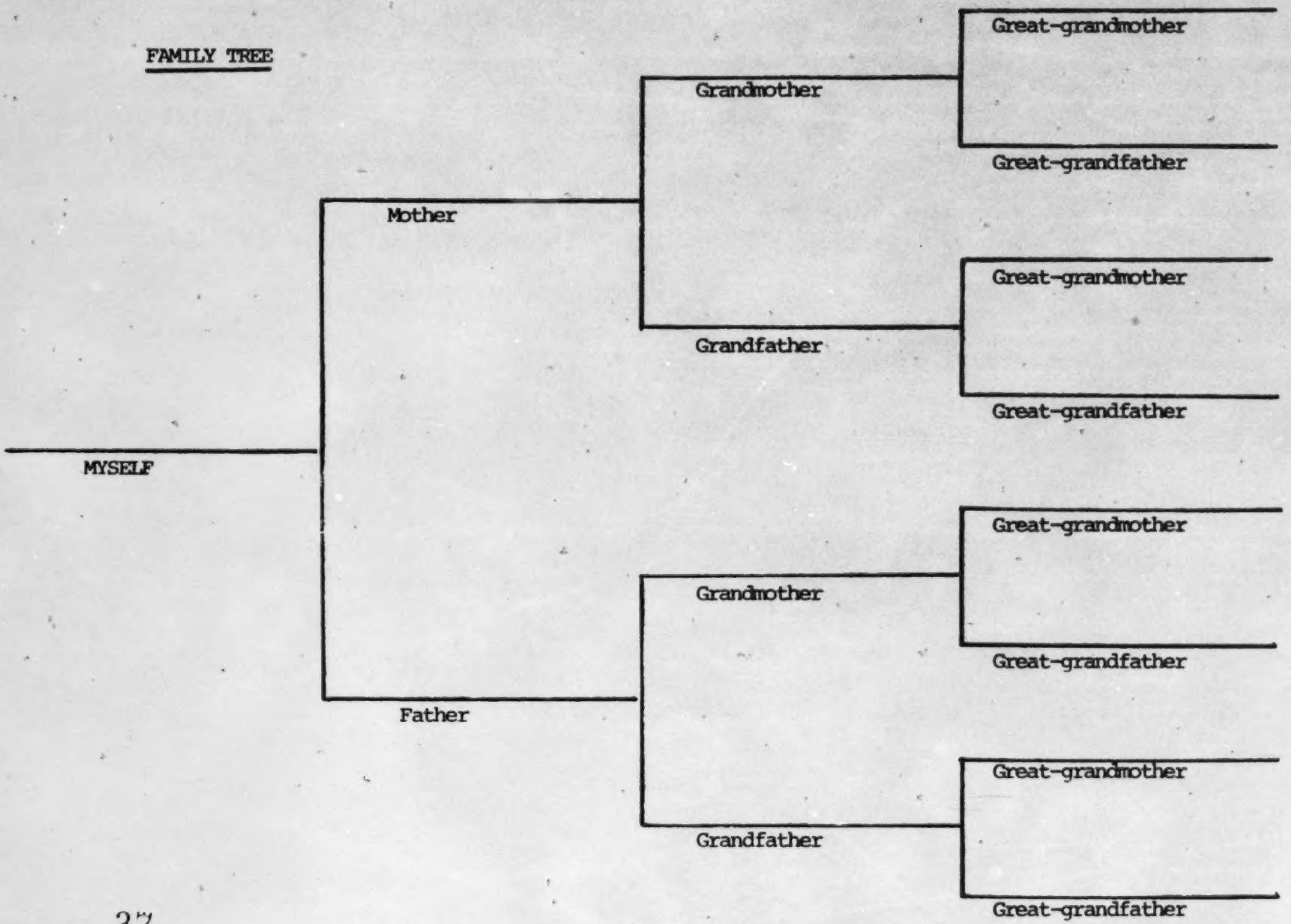
You are a very important part of your family and community. Each of us represents a link in a family chain. Your ancestors left their previous homes for specific purposes and settled in this region for definite reasons. However, the efforts and goals of those who preceded us are sometimes forgotten. This activity is designed to help you understand your own background.

Recreating one's "family tree" was popularized with the publication and TV presentation of Roots by Alex Haley. A Black author, Haley worked for years to trace his ancestry back to Africa. While most of us do not have the opportunity to trace our roots through several centuries and across continents, we can go back several generations without too much trouble. Your parents or other relatives will be able to help you complete your family tree.

A. On your family tree, fill in only the names you are sure of. (Few of us will have a complete list of our ancestors.)

B. After you complete your family tree, answer the questions that follow as best you can.

FAMILY TREE


MYSELF
Mother
Father
Grandmother
Grandfather
Grandmother
Grandfather
Great-grandmother
Great-grandfather
Great-grandmother
Great-grandfather
Great-grandmother
Great-grandfather
Great-grandmother
Great-grandfather

1. My ancestors came from the following places:

   _____ _____

   _____ _____

2. When asked where most of my ancestors came from, I would answer:

   _____

3. My family came to the United States for the following reasons:

   _____

   _____

   _____

4. My family came to the United States in/about _____.

5. My family settled in the community in/about _____.

6. They moved to this community because:

   _____

   _____

   _____

7. My family's impressions of the Pittsburgh area when they first arrived were:

   _____

   _____

   _____

8. What my family likes most and least about the Pittsburgh area is:

Most	Least
_____	_____
_____	_____
_____	_____

C. Families in Our Community

Imagine that your community newspaper will be running a feature on "Families in Our Community." The editor has asked you and several other residents to write brief family histories for the first feature. Try to keep your section to about 250-300 words. Remember, the idea here is to help others see your family as "Pittsburghers."

ACTIVITY 4. Values: Tradition and Change

Objectives: In this activity, students distinguish between value indicators (behavior) and values, identify values indicated by specific behaviors, and recognize the process of value evolution.

Organizing Ideas:

1. Personal values develop over time, influenced by experiences with family, friends, and community.
2. Some values are more stable than others.

Student Materials:

Handouts (provided in the Student Materials Packet)

Values: Tradition and Change (SM 4.1, 4.2)

Suggested Procedures:

1. This activity builds on the previous family history activity. It is intended for a large group discussion format since it is unlikely that individual students will have most or all of the information requested, and sharing of perceptions is desirable. Students who feel uncomfortable responding to all or parts of this activity should be allowed to "pass."
2. Providing one or more examples will help students distinguish between value indicators and values. Suggested responses for Column 1 are:
   a. spiritual (religious)
   b. fraternal (social)
   c. ethnic (cultural)
   d. thrift

e. identity

f. hard work

g. education

h. aesthetic (ethnic)

i. loyalty (pride)

j. personal improvement, enjoyment

Encourage students to add additional values indicators and values.

3. Suggest that students identify their parents' values to complete Column 2, and indicate their own values in Column 3. Ask students to provide evidence to support changes noted in Column 4. For example: Why does it seem that way to you? What evidence suggests that? Consensus is not essential; students can agree to disagree.

4. After the chart is completed, ask students to consider questions such as:

   a. Why do you suppose some values have changed in the past 20-30 years? (What else might explain the change?)

   b. Which values do you share? (Why is that important to you?)

   c. How do values (or, changes) such as these affect a community's vitality? The quality of life?

   d. If you could change our community's values, what changes would you make? (Why would you want to change that? How might you do it?)

Values: Tradition and Change

When we talk about people's values, we mean the beliefs that influence their behavior. Values are not directly observable, but are indicated by our behavior. Certain beliefs and practices are "valued" because they serve a purpose or help us to reach an important goal. An example would be valuing "conservation of natural resources" such as oil, which is in short supply.

Families and communities (communities are groups of people) also have value systems. In this activity, you will be identifying some of the values of older people as well as your own.

Look at the characteristics or behaviors listed in the left column of the values chart. Then, in Column 1, identify the "values" that might explain these behaviors. In Column 2, indicate whether or not these values are accepted by your parents. In Column 3, indicate whether you share these values. In Column 4, indicate whether there seems to have been any change over the years between generations.

Values Chart

Behavior (Value Indicator)	(1) Value	(2) Parents (Yes-No)	(3) Me (Yes-No)	(4) Change (Yes-No)
a. Church or synagogue attendance				
b. Lodge or club membership				
c. Ethnic restaurant visits				
d. Savings accounts maintained				
e. Large families				
f. Dedication to one's job				
g. School attendance				
h. Celebration of festivals and/or cultural events				
i. Participation in civic organizations				
j. Reading books, magazines				

ACTIVITY 5. Community Futures

Objectives: After sharing and reviewing their findings about community location and history, immigration and family backgrounds, family values, and change in relation to community life and vitality, students will complete a decision-making map for the hypothetical community of Fairview or their own community. (To complete the map for the Fairview case study, students identify the issue and goal, add at least one option to those proposed by the Planning Commission, identify the likely consequences of each option, and make a tentative decision based on the available evidence.)

Organizing Ideas: Sound decisions require consideration of alternative proposals in terms of the available evidence and one's goal (values).

1. Any community development proposal has advantages and disadvantages.
2. There is no ideal route to the future; when economic, environmental, and other factors are considered, trade-offs and compromise are necessary.

Student Materials:

Handouts (provided in the Student Materials Packet)

Fairview's Future: Which Way? (SM 5.1)

Decision-Making Map

Transparency (provided in the Student Materials Packet)

Decision-Making Map (same as handout)

Suggested Procedures:

1. The hypothetical community of Fairview provides the setting for this decision-making activity. Now that students have become familiar with some of the major components of the community as a social system (history,

geography, family patterns and values, and change), they are asked to use their understanding of past and present as a springboard for venturing into the future. As a folow-up or an alternative, students might consider the future of their own community using a local issue or project proposal as a case study.

2. Since the overall purpose of this module is to encourage and assist students to make reasoned decisions about a crucial urban environment-quality of life issue, it is desirable to review the students' findings from previous activities, to explain the decision-making map and process, and to communicate the importance of informed citizens making rational choices. The decision-making map transparency might be used alone or in conjunction with the handouts to explain the process.
3. Students might complete the decision-making maps in small groups or as a class. Encourage students to challenge each other's positions by pointing out omissions or inconsistencies in arguments, requesting evidence to support claims, and questioning apparent priorities. To stimulate discussion and decision-making, questions such as the following might be raised:
   a. What is another option for Fairview?
   b. What difficulties might be encountered in doing that?
   c. Who would benefit most from that proposal? benefit least?
   d. In what ways would that proposal change people's way of life, economically or socially?

Fairview's Future: Which Way?

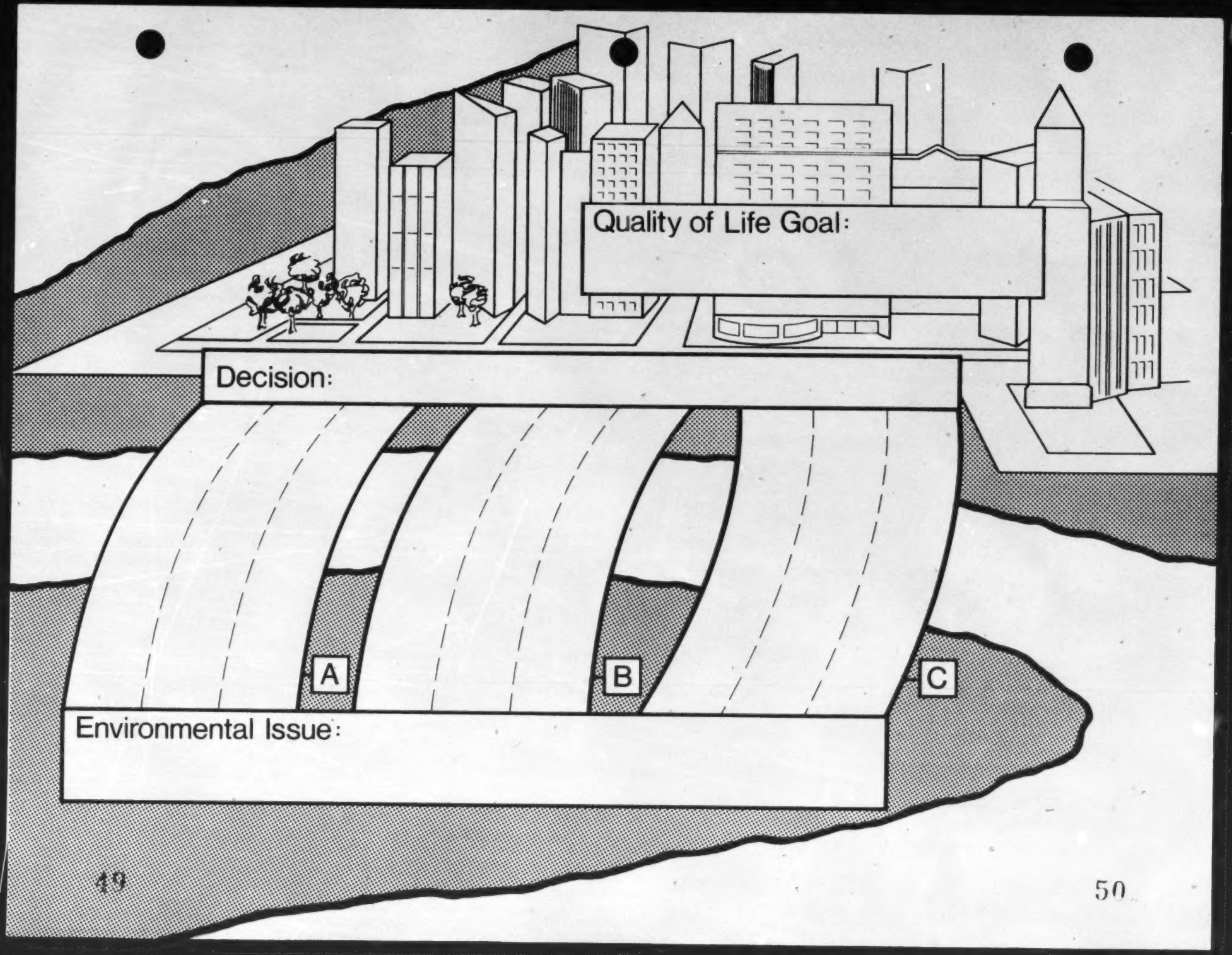
Fairview is a suburban community located 5 miles from a large city. There are approximately 15,000 people living in the community, representing a variety of backgrounds. Some of the older families settled here as farmers in the 1850's. Today, they own several businesses and serve on the town council. Slavic and Black people began moving to Fairview about 1915 when a small steel industry developed. A thriving town by 1930, the main street is now beginning to look a little shabby. Some structures are neglected, the main street has potholes, and the school buildings are now crowded and aging. It is still, however, a nice and friendly small town with a sense of community.

The town council recently formed a Planning Commission to determine how to retain Fairview's vitality and to make it a more attractive place to live -- both for current residents and to attract new ones.

Two suggestions have been offered so far. One Commission member suggested that the main street be blocked off at each end and that the entire business area be turned into a shopping mall. Another suggestion involved levelling most of downtown Fairview and replacing the old structures, churches, and low-income housing units with a brand new mall that would contain modern shopping areas, a multi-story housing development for elderly and low income persons, and new modernistic churches and synagogues.

The Commission has decided to hold a public hearing to hear residents' views on these proposals and to consider any alternatives that might be suggested to make Fairview a better community in which to live.

Prepare your arguments for or against either of the proposals, or plan to present another proposal that you favor.


Quality of Life Goal:
Decision:
A
B
C
Environmental Issue:

Community Heritage and You

MODULE EVALUATION

Please complete immediately after module use and return to C. Cornbleth, 4A01 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, PA 15260.

Teacher _____ School _____

Address _____

Grade/Subject Area _____ Date _____

A. Module Use Checklist

Please indicate whether you and/or your students used each section of this module by circling either YES or NO.

YES NO 1. Overview

YES NO 2. Teacher Background Information

YES NO 3. Activity Preview

YES NO 4. Pretest

YES NO 5. Activity 1. Where Are We?

YES NO 6. Activity 2. What's Left? The Monument Search

(Activity 3. You and Your Family)

YES NO 7. Family Tree (Parts A and B)

YES NO 8. Family History (Part C)

YES NO 9. Activity 4. Values: Tradition and Change

YES NO 10. Activity 5. Community Futures

B. Initial Reactions

Please comment briefly on each of the following aspects of the module.

1. Importance of (knowledge, skills, and attitudinal) objectives:

B. Initial Reactions - continued

2. Significance of content:

3. Appropriateness of activities (procedures, materials):

4. Useability, ease of teaching, practicality:

5. Student reactions:

6. Your overall reaction to the module (check one):

____ Very Positive; ____ Positive; ____ Neutral or Uncertain;

____ Negative; ____ Very Negative

Thank you.